

# Strategic Improvement Plan 2021-2025

## Terara Public School 3185



# School vision and context

## School vision statement

To foster a commitment towards enhancing and sustaining a culture of high expectations and teaching excellence by providing quality learning experiences for every child. Collaboration will be supported by a strong, cohesive school community who work together to develop creative, critical thinkers, preparing today's children for the future.

## School context

Terara Public School is a small, semi-rural school located approximately 3km east of the Nowra CBD. Traditionally a dairy farming area, the school now also attracts students in the nearby subdivision of Worrigee. The school's enrolments have remained steady in recent years with approximately 90 students across 4 multi-aged classes. In 2021, 6% of students are Aboriginal.

Teaching and learning programs focus on providing strong foundations in the key learning areas of literacy and numeracy, with the goal of challenging and engaging all students. The student welfare policy is centered around the idea that all students are happy, resilient and achieving their individual potential. Teachers are dedicated to improving student outcomes and engage in professional development to ensure their knowledge, skills and understandings adopt best practice.

The school has developed a strong Science, Technology, Engineering and Mathematics (STEM) program that is a model of excellence in public education. Every student has opportunity to use flexible learning spaces across the school to enrich their learning. The school has been recognised for excellence in film making and in using technology to enhance and engage students in their learning.

The school maintains an excellent relationship and reputation with the wider community. Parent input is encouraged and valued. Parents are considered as partners in their children's education and the school believes that, as a community resource, we must remain an integral part of the community. School staff are seen as active community members, lifelong learners and professionals in their field. Their dedication, integrity and compassion has earned them respect from within the community. The school's focus on values education is underpinned by the core values of respect, responsibility, achievement and safety, all of which contribute to a culture of success.

The school has completed a situational analysis that has identified 2 areas of focus for our strategic improvement plan.

1. Student growth and attainment through explicit teaching and data driven practices.
2. Engaged and challenged learners through high expectations and evidence based professional learning.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is for teachers to approach student learning with the intent to improve outcomes and foster growth. Evidence-based practices underpin high quality teaching within a supported and collaborative culture. There is an ongoing commitment to develop skilled and high quality teachers.

## Improvement measures

Achieve by year: 2025

Improvement as measured by the School Excellence Framework

### Learning

Assessment is self assessed at Sustaining and Growing with some themes of excelling evident

Student Performance Measures is self assessed at Sustaining and Growing with some themes of excelling evident

### Teaching

Effective classroom practice is maintained at excelling

Data skills and use is self assessed at Sustaining and Growing with some themes of excelling evident.

### Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

### Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

## Initiatives

### Explicit Teaching practices

Embed a learning culture that enables students to receive explicit teaching and feedback to optimise learning.

Explicit teaching will involve directing student attention toward specific learning goals. Classroom practice will centre around explicit teaching through modelling skills and behaviours. Teachers will incorporate meta-cognitive strategies, such as thinking out loud when working through problems, in order to explicitly model processes for students.

Staff will work collaboratively to ensure the delivery of best practice. They will actively engage in professional learning around literacy and numeracy best practice and will implement this in the classroom whilst engaging in targeted and structured observations and mentoring. Staff will actively engage in professional learning communities.

### Explicit Teaching focus areas

- Personalised Learning goals for all students in literacy and numeracy
- Review of school programs with regard to research evidenced best practice in the What Works Best document.
- Collaboration with Department Literacy and Numeracy Advisors and consultants
- Systematically delivering skills, concepts and content knowledge in the right sequence to provide the building blocks towards mastery
- Formative and Summative assessment informs future teaching
- Providing opportunities for guided, and then independent, practice as students gain proficiency and understanding of concepts and skills

### Data Driven Practices

Ensure effective strategies and processes for data analysis and reflection are being implemented and used

## Success criteria for this strategic direction

- Assessment and data is collected in Reading and Numeracy on a regular and planned basis and used responsively as an integral part of the classroom instruction
- Data and feedback inform teaching practice and direct learners
- All students articulate, understand and achieve their Literacy and Numeracy learning goals
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results. (SEF-Teaching Learning and Development)
- Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. (SEF-Leadership, Instructional Leadership)
- Formal mentoring or coaching is used improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support. (SEF - Teaching Coaching and mentoring)
- Consistent teacher judgement is evident across the school
- School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments

## Evaluation plan for this strategic direction

### Question:

How do we know if teachers are teaching numeracy and reading effectively?

# Strategic Direction 1: Student growth and attainment

## Initiatives

in teaching and assessment programs.

Effective analysis of student data helps teachers identify areas in which students' learning needs may require additional attention and development.

Teachers will access tools, skills and training to help them interpret and use data effectively.

Teachers regularly review, evaluate and analyse their teaching practices and impact which is used to inform future teaching.

- Professional learning in data analysis for Literacy and Numeracy and how to use the data to inform teaching practice
- Establish Data meets where teachers collaborate to analyse data, monitor student progress and design future learning
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement

## Evaluation plan for this strategic direction

Are we meeting the school targets?

Are teachers using the data to inform their teaching practice and responding to the current learning needs of students?

### Data:

- Review teaching and learning programs
- NAPLAN Data
- Scout - Value added data
- Student work samples
- Internal data sources e.g CARS, STARS, reading levels, PAT
- Regularly review data sources to determine if we are on track for achieving our improvement measures.
- Regular professional discussion around the School Excellence Framework.
- Literacy and Numeracy Progression Data

### Implications

- What's working well?
- What's getting in the way?
- What are we going to do next?

## Strategic Direction 2: Highly Engaged Learners

### Purpose

The students at Terara Public School will be engaged and challenged learners. The school community will have high expectations of student achievement and teachers will collaborate to design programs that are differentiated, creative and meaningful. The staff will have access to high impact professional learning that is evidenced based.

### Improvement measures

#### Attendance (>90%)

Achieve by year: 2023

#### Attendance

A 3.2% uplift in the percentage of students attending school at least 90% of the time

#### Wellbeing

Achieve by year: 2023

#### Wellbeing

Tell Them From Me Wellbeing data (advocacy, belonging and expectations of success) demonstrates an uplift of 2.7%

Achieve by year: 2025

#### High Expectations

- School self-assessment of the theme 'High Expectation Culture' from the element Educational Leadership is demonstrated at 'Sustaining and Growing'
- Annual Tell Them From Me student survey data shows continual growth in the following drivers of student outcomes 'Explicit teaching practices' and 'feedback'
- Embed Learner Qualities across all areas of learning
- Students can articulate what high expectations look like in learning and how they are working towards achieving their personalised learning goals

### Initiatives

#### Engaged and Challenged Learners

Teachers' high expectations are linked to student performance and achievement. Teachers will create a culture of high expectations within their classroom by fostering positive student-teacher relationships, providing constructive feedback and differentiated instruction, and by employing effective strategies for student well-being and engagement.

All students will be engaged through our Learner Qualities and have differentiated learning goals. Students, in consultation with their teachers, will understand the steps that are needed to achieve their goals.

We will do this through;

- Enhanced differentiation practices
- Recognising that a culture of high expectations must start early and be maintained throughout schooling for all students
- Provide students with opportunities to participate in creative programs to enhance their engagement in school and increase student participation in extra-curricular activities
- All staff will be trained in the new Gifted and High Potential Student policy. Teaching and assessment will reflect the implementation of this policy
- All students will be able to articulate their differentiated learning goals in reading, writing and numeracy
- Consultation with staff and students about 'what makes a good learner'
- Establish a set of 'Learner Qualities' in collaboration with the school community that are pertinent to Terara Public School
- Signage to display the school 'Learner Qualities' around the school to make it visible to the students and the school community

### Success criteria for this strategic direction

- Teachers collaborate through sharing curriculum knowledge, data, feedback and other information about student progress and achievement. This is used to inform the development of evidence-based programs and lessons, which meet the needs of all students (SEF- Effective classroom practice)
- Teachers routinely review learning with each student in class ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (SEF - Effective Classroom Practice)
- Staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice. (SEF- Learning and Development)
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (SEF - Educational Leadership)
- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. (SEF - Educational Leadership)

### Evaluation plan for this strategic direction

#### Question:

What has been the impact of the initiatives on student engagement and learning outcomes?

To what extent has the collaborative culture across the school improved?

To what extent have staff engaged in Professional

## Strategic Direction 2: Highly Engaged Learners

### Initiatives

#### Collaboration and High Impact professional Learning

Collaboration connects teachers and leaders to their colleagues and to external experts. This increases teacher collective efficacy which is listed as the number one factor that influences student achievement.

Teachers will draw on internal and external expertise to identify and implement best-practice models that centre first and foremost on students' needs and improving learning outcomes.

- All teachers will open their classrooms and participate in structured lesson observations that focus on how different teaching approaches impact on student learning.
- The principal will create a strong culture in which collaborative planning, reflection and peer coaching are embedded in everyday school life, so that teachers are supported, and support one another, to continuously develop their skills and knowledge.
- Create a safe environment where teachers feel comfortable discussing differences of opinion, and giving each other honest and constructive feedback
- Create a shared vision so all teachers are invested in the success of the whole school community
- Sharing and promoting the benefits of collaboration.
- Professional learning is evidenced-based and aligns to teachers' PDP goals and strategic directions.
- Professional learning is supported by with classroom observations and peer feedback
- Identified teachers will work towards building leadership capacity through leading school initiatives and strategic directions.
- Staff will engage with our Community of Schools to enhance collaboration and build a network of professional development to increase the capacity of all of our teachers.

### Evaluation plan for this strategic direction

Learning opportunities?

Are teachers modelling best practice in the classroom and is this having a positive impact on student outcomes?

#### Data

- Professional learning evaluations
- Classroom observation evaluations
- PDP's
- Community surveys
- Student focus groups
- Literacy and Numeracy Progression Data
- Student work samples
- Attendance data at community events
- Student incident records on SENTRAL

#### Analysis

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular discussion around the School Excellence Framework elements and themes.
- Triangulation of data sources to support conclusions.

#### Implications

- What's working well?
- What's getting in the way?
- What are we going to do next?